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ABSTRACT

The United States Commissioner of Education asked the Right to Read Office to develop a means to examine systematically existing reading programs or proposals for developing reading programs. This request reflected three needs: (1) to help communities develop reading instruction programs that meet the needs of learners within those communities; (2) to provide a framework for examining the development of reading programs, but leaving freedom for tailoring instruction to local needs; and (3) to provide a basis for consistent assessment of funded programs. The assessment scale has been so constructed that it could potentially serve as a device for self-study, for reading project planning, for project proposal review, and for a site visit to an ongoing reading program. Nine general areas of evaluation are included in the scale: management and planning; goals and objectives; instruction; staff; leadership development; materials and facilities; community involvement; environment and background; and program evaluation, auditing, and reporting. (Author/TO)

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AN ASSESSMENT SCALE FOR USE IN EXAMINING A READING PROGRAM

DRAFT

ED 075795

Prepared for

Department of Health, Education and Welfare

Office of Education

Right to Read

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CS 000 405

STATEMENT OF PURPOSE

Assessment is a delicate matter which should be approached with the knowledge that reading programs will and should look somewhat different from each other because they are based on the needs of the learner in a specific location at a particular point in time.

The United States Commissioner of Education asked the Right to Read Office to develop a means to examine systematically existing reading programs or proposals for developing reading programs. This request reflected the need to:

- Help communities develop reading instruction programs that meet needs of learners within those communities
- Provide a framework for examining the development of reading programs, but leaving freedom for tailoring instruction to local needs
- Provide a basis for consistent assessment of funded programs

The creators of the assessment scale for use in examining a reading program approached the task mindful of the necessity for the instrument to be used by

personnel with varying degrees of competency in the reading field. It has been so constructed that it could potentially serve as a device for self study, for reading project planning, for project proposal review, and for a site visit to an ongoing reading program.

The person very knowledgeable in the area of reading may find the instrument is most useful in providing a systematic structure for reporting since he already knows the major elements that should be included in an effective reading program. The person with little knowledge in reading may find it contributing not only to a structure for recording and reporting, but contributing to the knowledge of the elements that should contribute to a sound program.

USE:

Self study ___
Project planning ___
Final review ___
Site visit ___
Other ___

AN ASSESSMENT SCALE

FOR

USE IN EXAMINING A READING PROGRAM

I. Management and Planning

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
A. A comprehensive needs assessment has been carried out and evidenced by data on:					
1. Learner's performance	[1]	[2]	[3]	[4]	[5]
2. Staff compentency level	[1]	[2]	[3]	[4]	[5]
3. Existing instructional approach	[1]	[2]	[3]	[4]	[5]
4. Learner's grouping	[1]	[2]	[3]	[4]	[5]
5. Materials being used	[1]	[2]	[3]	[4]	[5]
6. Support personnel	[1]	[2]	[3]	[4]	[5]
7. Facilities	[1]	[2]	[3]	[4]	[5]
8. Learner's attitude toward reading	[1]	[2]	[3]	[4]	[5]
9. Staff attitude toward reading	[1]	[2]	[3]	[4]	[5]
10. Existing evaluation schema	[1]	[2]	[3]	[4]	[5]
11. Existing diagnostic prescriptive procedures	[1]	[2]	[3]	[4]	[5]
12. Extent of community involvement	[1]	[2]	[3]	[4]	[5]

I. Management and Planning (Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
B. Systematic planning process has been used as evidenced by:					
1. Goal statements properly formulated in terms of meeting or addressing the needs assessment findings	[1]	[2]	[3]	[4]	[5]
2. Objecives properly formulated to include the necessary elements of process and performance objectives and that are related to goals as stated	[1]	[2]	[3]	[4]	[5]
3. Priority established for the system of goals and statements of objectives	[1]	[2]	[3]	[4]	[5]
4. An evaluation scheme based upon and documented by process or completion of stated objectives.	[1]	[2]	[3]	[4]	[5]
C. Planning for the reading program has been carried out by a local school site planning group composed of:					
1. Classroom teachers (tutors)	[1]	[2]	[3]	[4]	[5]
2. Parents (affected adults)	[1]	[2]	[3]	[4]	[5]
3. School diste administrator (Director)	[1]	[2]	[3]	[4]	[5]
4. Other appropriate people (specify).	[1]	[2]	[3]	[4]	[5]
D. A management plan has been established for the allocation of time, money, and personnel as evidenced by:					
1. A time-task allocation chart	[1]	[2]	[3]	[4]	[5]
2. A project time-line	[1]	[2]	[3]	[4]	[5]
3. Other device (specify)	[1]	[2]	[3]	[4]	[5]

AN ASSESSMENT SCALE

FOR

USE IN EXAMINING A READING PROGRAM

II. Goals and Objectives

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
A. The program is guided by a comprehensive set of goals selected by the planning group and state specific instructional objectives as evidenced by:					
1. An adopted written list of goals and state objectives for the reading program	[1]	[2]	[3]	[4]	[5]
2. The establishing of priority of goals	[1]	[2]	[3]	[4]	[5]
3. Teachers and other staff can explain goals and objectives and the priorities assigned to them.	[1]	[2]	[3]	[4]	[5]
B. Goals show concern both with cognitive, affective, and psychomotor areas as evidenced by:					
1. Goals and stated objectives dealing with knowledge	[1]	[2]	[3]	[4]	[5]
2. Goals and stated objectives dealing with the "feeling" and appreciation aspects of reading	[1]	[2]	[3]	[4]	[5]
3. Goals and stated objectives dealing with skills.	[1]	[2]	[3]	[4]	[5]

II. Goals and Objectives (Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
C. A variety of interested persons had opportunity for input into program goals evidenced by planning committee membership for:					
1. Teachers (tutors and/or tutor trainers)	[1]	[2]	[3]	[4]	[5]
2. The principal or director	[1]	[2]	[3]	[4]	[5]
3. Representative parents	[1]	[2]	[3]	[4]	[5]
4. The school or system reading specialists	[1]	[2]	[3]	[4]	[5]
5. Learners	[1]	[2]	[3]	[4]	[5]
6. Special resource people in the community who can contribute	[1]	[2]	[3]	[4]	[5]
7. Other (Specify).	[1]	[2]	[3]	[4]	[5]

AN ASSESSMENT SCALE

FOR

USE IN EXAMINING A READING PROGRAM

III. Instruction

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
A. The staff provides the several types of diagnostic assessments necessary for differentiated teaching as evidenced by:					
1. Measures of the appropriate level of developmental instruction for each individual (using techniques such as the Individual Reading Inventory, the Spache Diagnostic Scale, or the Gilmore Oral Reading Test)	[1]	[2]	[3]	[4]	[5]
2. Estimations of each learner's optimal level of learning in reading and comparisons with his actual level to determine adequacy of growth (using observations, carefully interpreted aptitude tests, etc.)	[1]	[2]	[3]	[4]	[5]
3. Use of screening, or diagnostic survey instruments to locate each learner's major strengths and weaknesses in language and reading growth.	[1]	[2]	[3]	[4]	[5]

III. Instruction (Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
4. Use of analytical diagnostic instruments and systematic observations to pinpoint precisely any student's difficulties in the areas of language and reading growth: concept development, oral vocabulary, listening skill, speech fluency, word-attack skills, comprehensions, rate adjustment, study skills, work habits, and literary appreciation.	[1]	[2]	[3]	[4]	[5]
5. Program design to determine the best learning mode for individuals having difficulty.	[1]	[2]	[3]	[4]	[5]
6. Detection of subtle learning disabilities that dictate special program adjustments for some individuals (using symptoms checklist).	[1]	[2]	[3]	[4]	[5]
7. Use of observations and/or inventories to determine each child's attitude toward reading.	[1]	[2]	[3]	[4]	[5]
8. Assessment of whether speech and reading difficulties are caused by certain patterns of linguistic interference from another language or dialect.	[1]	[2]	[3]	[4]	[5]

III. Instruction (Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
9. Use of reading records to determine the quantity and quality of reading done.	1	2	3	4	5
10. Uses of individual checklists to record each child's language and reading skills progress.	1	2	3	4	5

B. The staff provides the several phases of instruction necessary for a complete reading program as evidenced by:

1. Systematic introduction to all learners of the several sets of developmental language and reading skills required for effective communication.	1	2	3	4	5

a. Early perceptual, conceptual, vocabulary, and speech knowledge and skill
b. Listening skills (continued)
c. Oral communication skills (continued)
d. Word-attack skills
e. Literal comprehension tasks
f. Interpretive comprehension tasks
g. Evaluative critical comprehension tasks
h. Rate adjustments
i. Study skills in content material
j. Work habits
k. Literacy appreciation skills and habits

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
2. Reteaches those specific language and reading skills which some individuals have not attained or retained	[1]	[2]	[3]	[4]	[5]
3. Involves all learners in many pleasurable reading and language activities which motivate them to read extensively beyond the developmental program	[1]	[2]	[3]	[4]	[5]

C. The staff differentiates the levels and content of instruction in various phases of the program in accordance with the diagnostic assessments being made continusously as evidenced by:

1. Avoidance of whole-class instruction except occasionally for special purposes	[1]	[2]	[3]	[4]	[5]
2. Provision for small group or individual instruction in the developmental skills areas	[1]	[2]	[3]	[4]	[5]
3. Selection of individuals or temporary small groups for reteaching of skills, and rotating skills and retaught	[1]	[2]	[3]	[4]	[5]
4. Grouping of learners for reading-language activity projects differently than for developmental instruction.	[1]	[2]	[3]	[4]	[5]

III. Instruction (Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
D. The staff utilizes different methods and techniques for teaching according to diagnostic findings as evidenced by:					
1. Use of a combination of analytic and synthetic approaches to word attack	[1]	[2]	[3]	[4]	[5]
2. Use of inductive techniques when suitable	[1]	[2]	[3]	[4]	[5]
3. Use of kinesthetic techniques for certain subtle learning disability cases	[1]	[2]	[3]	[4]	[5]
4. Use of taped listen-and-look approach for certain subtle disability cases and learners who rely heavily on auditory perception.	[1]	[2]	[3]	[4]	[5]
E. The staff shows genuine concern for each learner as an individual person as evidenced by:					
1. Informal visits with individuals about their worries, their personal difficulties, and home problems, and their siblings, etc.	[1]	[2]	[3]	[4]	[5]
2. Determination of individual interests and aspirations	[1]	[2]	[3]	[4]	[5]
3. Attention given to successful persons from their own cultural or national origin groups with which they can identify.	[1]	[2]	[3]	[4]	[5]

III. Instruction (Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
4. Development of individual pride and sense of belonging by presenting examples of good literature written by people of the same cultural or national origins as the learner	[1]	[2]	[3]	[4]	[5]
5. Provision for strong positive reinforcement system suited to the different values of individuals and groups	[1]	[2]	[3]	[4]	[5]
6. Records to inform each learner of his/her progress.	[1]	[2]	[3]	[4]	[5]
7. Parent contacts to report positive behaviors of the learner.	[1]	[2]	[3]	[4]	[5]

AN ASSESSMENT SCALE

FOR

USE IN EXAMINING A READING PROGRAM

IV. Staff

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
A. The staffing patterns in the classroom or at an instructional site are differentiated as evidenced by the use of:					
1. Professional Classroom Personnel a. Professional Teacher b. Senior Teacher c. Master Teacher	[1]	[2]	[3]	[4]	[5]
2. Classroom Support Personnel a. Assistant teacher b. Paraprofessional aides c. Parent aides d. Student aides e. Peer aides	[1]	[2]	[3]	[4]	[5]
3. Administrator/Supervisory Support Personnel a. District Director or Chief Administrator b. Site administrator c. Reading consultant d. Language arts coordinator e. School/community coordinator	[1]	[2]	[3]	[4]	[5]
4. Special Resource Personnel a. Diagnostician b. School psychologist c. Educational planner d. Subject area specialist	[1]	[2]	[3]	[4]	[5]
B. The staffing pattern and contact ratios are small enough for effective instruction to take place.	[1]	[2]	[3]	[4]	[5]

IV. Staff (Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
C. The Classroom teacher/student contact ratio at school sites is 1 - 25 or less	[1]	[2]	[3]	[4]	[5]
D. Instructional competencies of staff and support services personnel are evidenced by an understanding of:					
1. Application of the principles of learning	[1]	[2]	[3]	[4]	[5]
2. The nature and structure of the American English language	[1]	[2]	[3]	[4]	[5]
3. Psycho socio-economic, linguistic and cultural interference factors in the reading and language learning process	[1]	[2]	[3]	[4]	[5]
4. Development of early language and perceptual skills	[1]	[2]	[3]	[4]	[5]
5. Continuous development of language skills in social situations	[1]	[2]	[3]	[4]	[5]
6. Reading and language components in the curriculum as well as varied instructional techniques	[1]	[2]	[3]	[4]	[5]
7. Continuous diagnostic assessment of student growth	[1]	[2]	[3]	[4]	[5]
8. Classroom or instructional program organization for differentiated teaching.	[1]	[2]	[3]	[4]	[5]

IV. Staff (Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
9. Approaches to a complete program of word-attack skills	[1]	[2]	[3]	[4]	[5]
10. An appreciation for literature, comprehension skills, word-type reading, and study skills	[1]	[2]	[3]	[4]	[5]
11. Special reading difficulties as subtle learning disabilities	[1]	[2]	[3]	[4]	[5]
12. The student with special linguistic backgrounds	[1]	[2]	[3]	[4]	[5]
13. Principles of educational planning and achieving performance objectives.	[1]	[2]	[3]	[4]	[5]

E. Staff development has been provided for as evidenced by:

1. A continuing inservice education program broadly conceived and task oriented as well as needs oriented	[1]	[2]	[3]	[4]	[5]
2. Total staff participation in planning the inservice education program	[1]	[2]	[3]	[4]	[5]
3. Utilization of consultants and technical assistants from within the system and outside as needs dictate.	[1]	[2]	[3]	[4]	[5]

AN ASSESSMENT SCALE

FOR

USE IN EXAMINING A READING PROGRAM

V. Leadership Development

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
A. The site administration's knowledge and skill in leadership development for reading is being enlarged by:					
1. Site visits to known exemplary programs	1	2	3	4	5
2. Special training seminars or workshops	1	2	3	4	5
3. Personal study of reading programs	1	2	3	4	5
4. College or university credits related to reading	1	2	3	4	5
5. Attendance at state, regional or national reading conferences	1	2	3	4	5
6. Visits work sessions within the school during reading instruction.	1	2	3	4	5

V. Leadership Development

(Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
B. The reading specialist's knowledge and skill in leadership development for reading is being enlarged by:					
1. Site visits to known exemplary programs	1	2	3	4	5
2. Special training seminars or workshops	1	2	3	4	5
3. Personal study of reading programs	1	2	3	4	5
4. College or university credits related to reading	1	2	3	4	5
5. Attendance at state, regional, or national reading conferences	1	2	3	4	5
6. Visits work sessions within the school during reading instruction	1	2	3	4	5
7. By preparing and/or demonstrating materials designed to improve effectiveness in staff development in reading.	1	2	3	4	5

AN ASSESSMENT SCALE

FOR

USE IN EXAMINING A READING PROGRAM

VI. Materials and Facilities

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
A. The educational setting within which the learner is expected to develop skill in reading is conducive to optimum growth in the realization of stated objectives as evidenced by:					
1. Availability of space suitable for instructional and assessment activities by individual, small group, and large groups	[1]	[2]	[3]	[4]	[5]
2. Provision for the use of audio-visual and other mechanical and electronic devices for supplementary reading activities in various settings for various size groups	[1]	[2]	[3]	[4]	[5]
3. Adequate and appropriate lighting in classroom and study areas	[1]	[2]	[3]	[4]	[5]
4. Safeguards for the control of auditory sensation at a level possible for maximum instructional operations	[1]	[2]	[3]	[4]	[5]
5. Available facilities for the identification and/or remediation factors or conditions which may contribute to a diminution of the learner's general stamina and physical well-being (i.e., malnutrition, glandular disorders, visual and hearing handicaps, speech defects, etc.)	[1]	[2]	[3]	[4]	[5]

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable

B. The materials of instruction are varied and appropriate to the instructional objectives of the reading program as well as to the developmental needs of the learner, as evidenced by:

1. Materials available for: [1] [2] [3] [4] [5]

   a. developmental reading instruction - (basal series and multi-level series with accompanying manuals, workbooks, inventories, tests charts, etc.)

   b. content-field reading instruction - (sequential subject-field series with accompanying manuals, workbooks, etc.)

   c. reading games, devices, programmed aides - (for reinforcement, reteaching, and development).

   d. free, independent, recreatory reading - (classroom library books, classroom periodicals, school library books, periodicals, newspapers, supplementary series books, paperback books, etc.)

   e. audio-visual instruction - (films, filmstrips, TVs, taperecorders, radio, etc.)

   f. teacher-made reading instruction aides - (charts, bulletin boards, worksheets, illustrations, reading stations, etc.)

   g. professional materials and references for the teacher - (significant texts on reading and language arts; major professional journals).

2. Provision for a school library* and/or classroom library to function as an integral part of the total reading instruction program, and its services to include materials for individualized, developmental, and remedial reading. [1] [2] [3] [4] [5]

*Library is used here to also denote a multi-media center that provides all types of resource materials and serves as an instructional area for developing library skills and knowledge.

VI. Materials and Facilities (Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
3. The library's varied book collection offering the learner opportunities for reference reading, research, and wide reading at each level of skill.	[1]	[2]	[3]	[4]	[5]
4. Use of American Library Association guidelines for school library programs and the recommendations of the faculty and community pertaining to the quantities and types of books needed.	[1]	[2]	[3]	[4]	[5]
5. Demonstration by the reading instructors of their ability to operate and use in creative ways the available materials and instructional devices.	[1]	[2]	[3]	[4]	[5]
6. Reading instructors involvement in assessing and selecting the reading materials and devices.	[1]	[2]	[3]	[4]	[5]

AN ASSESSMENT SCALE

FOR

USE IN EXAMINING A READING PROGRAM

VII. Community Involvement

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
A. Attempts have been made to acquaint the general community of the need and purpose of the reading program as evidenced by:					
1. Newsletters	1	2	3	4	5
2. Meetings	1	2	3	4	5
3. Announcements by mass media	1	2	3	4	5
4. Other (Specify)	1	2	3	4	5
B. Understanding of the reading program by the general community is being promoted as evidenced by:					
1. Staff meetings with interested groups	1	2	3	4	5
2. Special community meetings	1	2	3	4	5
3. Parent (adult) classroom visitations	1	2	3	4	5
4. Other (Specify)	1	2	3	4	5

VII. Community Involvement (Continued)

	Clearly Evident	Some Evidence	Minamal Evidence	No Evidence	Not Applicable
C. Community involvement in setting the goals and/or purposes of the reading program was evidenced by:					
1. Representation on the planning group	[1]	[2]	[3]	[4]	[5]
2. Participating in establishing goals for the program	[1]	[2]	[3]	[4]	[5]
3. Other (Specify) .	[1]	[2]	[3]	[4]	[5]
D. Active participation of the community in the implementation of the program as evidenced by:					
1. Tutors or volunteer aides assisting with reading	[1]	[2]	[3]	[4]	[5]
2. Volunteers having attended training sessions for aides who work in the reading program	[1]	[2]	[3]	[4]	[5]
3. Community people serving as interpreters or liaisons to community groups	[1]	[2]	[3]	[4]	[5]
4. Other (Specify).	[1]	[2]	[3]	[4]	[5]

AN ASSESSMENT SCALE

FOR

USE IN EXAMINING A READING PROGRAM

VIII. Environment and Background

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
A. Records show that the staff has considered the effects of environmental press on the learner as evidenced by personal contacts and valid information on:					
1. Economic status	[1]	[2]	[3]	[4]	[5]
2. Attitude toward community (and vica-versa)	[1]	[2]	[3]	[4]	[5]
3. Attitude toward school	[1]	[2]	[3]	[4]	[5]
4. Physical conditions of home	[1]	[2]	[3]	[4]	[5]
5. Parent educational background	[1]	[2]	[3]	[4]	[5]
6. Parent national background	[1]	[2]	[3]	[4]	[5]
7. Type and degree of cultural identity	[1]	[2]	[3]	[4]	[5]
8. Linguistic nature of language used in home	[1]	[2]	[3]	[4]	[5]
9. Authority structure in home	[1]	[2]	[3]	[4]	[5]
10. Special events which might have been experienced possibly being the cause of remarkable behavior, i.e.	[1]	[2]	[3]	[4]	[5]

a. family member in prison
b. death or critically illness in family
c. a wartime hero in family
d. outstanding sports hero
e. acquisition of wealth by some family member

VIII. Environment and Background

(Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
B. The staff gives evidence of an understanding of human behavior and the culturally diverse experience background of students, self, and colleagues by membership and/or participation in:					
1. Professional organizations or associations in the social and behavior sciences, civic or human care services	[1]	[2]	[3]	[4]	[5]
2. Civic or human care services, organizations, or associations	[1]	[2]	[3]	[4]	[5]
3. School/community organizations or associations	[1]	[2]	[3]	[4]	[5]
4. Bilingual/bicultural or multi/lingual and multicultural experiences	[1]	[2]	[3]	[4]	[5]
5. Active participant or leadership roles in professional educational organization or association	[1]	[2]	[3]	[4]	[5]
6. Community organizations or associations	[1]	[2]	[3]	[4]	[5]
7. Travel or study in other lands or cultures	[1]	[2]	[3]	[4]	[5]
8. Reading or special training in human behavior, racial and ethnic group relations, or international education	[1]	[2]	[3]	[4]	[5]
9. Personal or professional counseling or guidance activities.	[1]	[2]	[3]	[4]	[5]

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FOR

USE IN EXAMINING A READING PROGRAM

IX. Program Evaluation, Auditing, Reporting

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
A. Program evaluation is being carried out as an ongoing function in the reading program as evidenced by:					
1. Use of documentation on objectives for replanning	1	2	3	4	5
2. Systematic monitoring and logging of program implementation	1	2	3	4	5
3. Other (specify).	1	2	3	4	5
B. Information used in evaluation of learner progress or program effectiveness comes from not one but a variety of sources and from both formal and informal techniques as evidenced by continuous and systematic use of:					
1. Group and individual reading inventories	1	2	3	4	5
2. Learner, teacher, and parent questioning about learner interests and reading.	1	2	3	4	5
3. Teacher observation check lists	1	2	3	4	5
4. School records	1	2	3	4	5
5. Comments from other teachers	1	2	3	4	5
6. Worksheet exercises	1	2	3	4	5
7. Learner check lists.	1	2	3	4	5

IX. Program Evaluation, Auditing, Reporting

(Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
8. Records kept by learner	[1]	[2]	[3]	[4]	[5]
9. Teacher-made tests	[1]	[2]	[3]	[4]	[5]
10. Standardized reading tests	[1]	[2]	[3]	[4]	[5]
11. Criterion referenced tests - when available and when keyed to program objectives	[1]	[2]	[3]	[4]	[5]
12. Other (specify).	[1]	[2]	[3]	[4]	[5]

C. Reading evaluation includes an assessment of the extent to which learners use the skills they possess as evidenced by:

1. Reports of number and types of books read, based on information from teacher and/or librarian	[1]	[2]	[3]	[4]	[5]
2. Parent reports of learner's reading outside the school, including materials related to daily living	[1]	[2]	[3]	[4]	[5]
3. Learner report on how much he reads	[1]	[2]	[3]	[4]	[5]
4. Teacher observation and reporting of student success in reading in the content areas.	[1]	[2]	[3]	[4]	[5]

IX. Program Evaluation, Auditing, Reporting (Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
D. Teacher status and change in competence in reading instruction and in attitudes toward reading instruction are assessed as evidenced by information from:					
1. Self-rating scales on teacher attitudes and practices in reading instruction	[1]	[2]	[3]	[4]	[5]
2. Tests of teacher knowledge about the teaching of reading	[1]	[2]	[3]	[4]	[5]
3. Principal, director, or reading specialist ratings of teachers' attitudes and practices in reading instruction	[1]	[2]	[3]	[4]	[5]
4. Other (specify).	[1]	[2]	[3]	[4]	[5]
E. An external audit process has been established for the redding program that:					
1. Provides for audit examination of objectives in light of stated goals	[1]	[2]	[3]	[4]	[5]
2. Checks for compliance with internal evaluation system	[1]	[2]	[3]	[4]	[5]
3. Provides for periodic audit of progress and management system	[1]	[2]	[3]	[4]	[5]
4. Provides a final or annual audit of progress that treats both process and product.	[1]	[2]	[3]	[4]	[5]

IX. Program Evaluation, Auditing, Reporting (Continued)

	Clearly Evident	Some Evidence	Minimal Evidence	No Evidence	Not Applicable
F. A plan has been formulated for reporting progress and results of the reading program as evidenced by:					
1. A written program report	1	2	3	4	5
2. Releases to the mass media	1	2	3	4	5
3. Different kinds of reports for different audiences (consumers of the information)	1	2	3	4	5
4. Other (specify).	1	2	3	4	5